London Corporate College

Review for Educational Oversight by the Quality Assurance Agency for Higher Education

June 2012

Key findings about London Corporate College

As a result of its Review for Educational Oversight carried out in June 2012, the QAA review team (the team) considers that there can be **confidence** in how the provider manages its stated responsibilities for the standards of the awards it offers on behalf of the Institute of Administrative Management, Association of Tourism and Hospitality Executives, and Oxford, Cambridge and RSA Examinations.

The team also considers that there can be **confidence** in how the provider manages its stated responsibilities for the quality and enhancement of the learning opportunities it offers on behalf of these awarding organisations.

The team considers that **reliance can** be placed on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice**:

- the robust procedure for the recognition of prior learning (paragraphs 1.5 and 1.6)
- the variety of effective support systems for students (paragraphs 2.10, 2.11, 2.12, 3.2 and 3.3).

Recommendations

The team has also identified a number of **recommendations** for the enhancement of the higher education provision.

The team considers that it is **advisable** for the provider to:

- finalise the Quality Assurance Manual (paragraph 1.2)
- ensure a consistent approach to the minuting of Academic Board and the tracking of decisions and proposed actions (paragraphs 1.3 and 2.1)
- implement the planned annual monitoring of programmes and the College Quality Review (paragraphs 1.4 and 2.1)
- fully implement action plans in response to the Association of Tourism and Hospitality Executives external verifier's reports (paragraph 1.8)
- adopt a strategic approach to the identification, provision and accessibility of required learning resources (paragraph 2.18)
- fully implement and monitor the effectiveness of the procedure for checking public information (paragraph 3.4)
- clarify the penalties for late submission of work and communicate these to students (paragraph 3.7).

The team considers that it would be **desirable** for the provider to:

- revise and implement the Assessment, Learning and Teaching Strategy (paragraph 2.2)
- continue to raise staff awareness and understanding of the UK Quality Code for Higher Education (paragraph 2.6)
- systematically record and evaluate college-wide staff development (paragraph 2.16)

- fully implement the plans for the development of a virtual learning environment (paragraph 2.17).

About this report

This report presents the findings of the [Review for Educational Oversight](#)[1] (REO) conducted by [QAA](#) at London Corporate College (the provider; the College).The purpose of the review is to provide public information about how the provider discharges its stated responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes of study that the provider delivers on behalf of the Institute of Administrative Management, Association of Tourism and Hospitality Executives, and Oxford, Cambridge and RSA Examinations. The review was carried out by Dr Elizabeth Briggs, Dr Elizabeth Smith, Professor Graeme White (reviewers) and Mr Michael Ridout (coordinator).

The review team conducted the review in agreement with the provider and in accordance with the *[Review for Educational Oversight: Handbook](#)*.[2] Evidence in support of the review included the Quality Assurance Manual, policies and procedures, the programme specifications and an accreditation report by the Accreditation Service for International Colleges, supplied by the provider and its awarding organisations. Evidence was also gathered from meetings with staff and students and from the scrutiny of samples of student work.

The review team also considered the provider's use of the relevant external reference points:

- Institute of Administrative Management
- Association of Tourism and Hospitality Executives
- Oxford, Cambridge and RSA Examinations
- the Academic Infrastructure
- the Accreditation Service for International Colleges.

Please note that if you are unfamiliar with any of the terms used in this report you can find them in the [Glossary](#).

The London Corporate College (the College) was established in 2003 and is located in one campus on one floor of a building in Commercial Road, London, near the Aldgate East tube station. The current Board of Directors was formed in 2008. The College offers the following courses from level 4 to level 7: Business Management, Health and Social Care, Hospitality and Tourism Management, and Marketing. At the time of the review, 155 students were enrolled on programmes covering these areas. The College employs five full-time operational staff and six part-time teachers. In 2009, the College was accredited by the Accreditation Service for International Colleges and received commendation for 'Management and Staff Resources' and 'Student Welfare'. In April 2010, the Board of Directors formed Aldgate College London, with which the College works closely.

The Directors' mission is for the College to provide higher education to international students who intend to pursue studies in the UK that are cost-effective and responsive to their career needs. The College endeavours to provide education to those individuals who have the required intellect and desire to achieve their higher education goals within a professional, ethical, supportive and cost-effective environment.

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[1][www.qaa.ac.uk/InstitutionReports/types-of-review/tier-4](#).
[2][www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx](#).

At the time of the review, the provider offered the following higher education programmes, listed beneath their awarding organisations and with full-time equivalent student numbers in brackets:

Institute of Administrative Management
- Diploma in Administrative Management - QCF level 4 (15)
- Diploma in Administrative Management - QCF level 5 (6)

Association of Tourism and Hospitality Executives
- Diploma in Management - QCF level 6 (41)
- Diploma in Strategic Management - QCF level 7 (65)

Oxford, Cambridge and RSA Examinations
- Leadership in Health and Social Care - level 5 (28)

The provider's stated responsibilities

The College currently works with the Institute of Administrative Management, Association of Tourism and Hospitality Executives, and Oxford, Cambridge and RSA Examinations. The awarding organisations provide the curricula and externally verify the assessments. The College is responsible for learning and teaching, learning resources, student support, staff development and public information for all awards. The College is approved to offer courses on behalf of the London Centre of Marketing and the Organisation for Tourism and Hospitality Management, although there are no students currently enrolled on these courses.

Recent developments

In October 2011, the College appointed a Quality Manager (who is also responsible for quality at Aldgate College London). This appointment was based on an identified need to provide a more consistent and coordinated approach to the College's quality assurance and improvement activities. The appointment has helped the College to reflect on its management and operation of systems and approaches to quality improvement. The College has responded to student feedback by providing additional resources in the Library and is planning the introduction of a virtual learning environment based on the pilot at Aldgate College London. In February 2012, a Student Council was formed and this has helped in developing an environment where students feel able to feed back, contribute and discuss matters relating to their college experience.

Students' contribution to the review

Students studying on higher education programmes at the provider were invited to present a submission to the review team. The students prepared their submission in the form of a PowerPoint presentation. This was produced, after a briefing on its purpose by the College, by members of the newly formed Student Council. Members of the Student Council were present at both the preparatory meeting and review visit itself. The review team found the students to be very enthusiastic and their contribution was both informative and helpful.

Detailed findings about London Corporate College

1   Academic standards

How effectively does the provider fulfil its responsibilities for the management of academic standards?

1.1   The College manages effectively its academic standards and responsibilities for higher education programmes through the College Academic Board, which reports to the Board of Directors. The responsibilities of the Directors and the Academic Board are defined in the Quality Assurance Manual. All awarding organisations provide Centre Approval Certificates, programme specifications and intended learning outcomes. The College has accreditation from the Accreditation Service for International Colleges, with a commendable grade for management and staff resources, and for student welfare.

1.2   Recently, the College has underpinned its processes for the effective management of academic standards by appointing a Quality Manager to develop and oversee its quality assurance systems on behalf of the Academic Board. The College Policies and Procedures Handbook is currently being incorporated into an overarching Quality Assurance Manual to provide a single reference source for quality assurance systems. The intention is to provide a clear focus and guidance to staff on quality assurance procedures and policies before the start of the next academic cycle. The team recommends that it is advisable for the College to finalise the Quality Assurance Manual. The Quality Manager has recently raised awareness of quality issues with staff and students, and is a crucial link between management, staff and students to improve quality assurance. The Business Faculty Leader acts as the link with the awarding organisations for business courses and the Health and Social Care Course Leader is the link with Oxford, Cambridge and RSA Examinations. At the programme level, course coordinators and tutors are responsible for the quality of their programmes.

1.3   Minutes of the Academic Board, coupled with notes of administrative meetings, scrutinised by the team showed that action points raised by the external verifier were being addressed. However, it was not always possible to track actions identified or decisions consistently over time. The team recommends that it is advisable for the College to ensure a consistent approach to the minuting of Academic Board and the tracking of decisions and proposed actions, for example responses to external verifiers' reports in order to enhance academic standards.

1.4   The College plans, as part of its quality improvement, to undertake more systematic annual programme monitoring, conducted by the course leader and the business development officer, to review academic standards, the effectiveness of programmes and to identify the potential for enhancements. Programme monitoring will incorporate student feedback, attendance data, examination results and the outcomes of teaching observations. The Academic Board will have central oversight and responsibility for annual monitoring, which has been relatively informal, but will become more formal at the end of this session. Previously, the Principal collated retention, achievement and progression data for the College, but in future this information will be considered at programme level and will subsequently form part of the new annual College Quality Review for approval by the Academic Board. The team recommends that it is advisable for the College to implement the planned annual monitoring of programmes and the College Quality Review.

How effectively are external reference points used in the management of academic standards?

1.5 The College makes effective use of external reference points to ensure the management of academic standards. The awarding organisations use specific criteria of the Qualifications and Credit Framework and provide clear guidelines, programme specifications and intended learning outcomes that are used by the College to deliver the curriculum. The team identified and considered the robust processes for recognition of prior learning to be good practice.

1.6 The College programmes are related to the correct levels of *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), although the awarding organisations do not make explicit use of the FHEQ. The team confirmed with the students that they are studying on the programmes for which they applied, delivered at appropriate levels which match their prior learning, and with challenging assessments.

1.7 The College has recently taken steps to familiarise staff with the Academic Infrastructure, and increase awareness of the *Code of practice for the assurance of academic quality and standards in higher education* (the *Code of practice*), through workshops and meetings addressing the *Code of* practice, *Section 6: Assessment of students*. The team considered that the detailed College policy for student appeals and complaints is also fully aligned with the *Code of practice*.

How does the provider use external moderation, verification or examining to assure academic standards?

1.8 Assessments for the Association of Tourism and Hospitality Executives programmes are set by the College, which conducts first marking and internal verification, following the awarding organisation's guidelines, with final moderation by the external verifier from the awarding organisation. The External verifier has provided internal verifier training on assessment to address issues raised in the external verifier's reports. However, scrutiny of the evidence showed that the College has responded only partially to the issues raised in the last two reports. The team learnt that external verifiers' reports are currently considered by the course coordinator, subject tutors and the Principal, who then devise an action plan and review good practice. However, responses to the action plans required by the Association of Tourism and Hospitality Executives have timelines, including those for which improvements are required before the following report. It was apparent that the College has not fully implemented the detailed improvements recommended in the last two reports, nor tracked the action plan through the Academic Board minutes in a systematic manner. The team recommends that it is advisable to fully implement action plans in response to the Association of Tourism and Hospitality Executives external verifier's reports.

1.9 The Institute of Administrative Management sets assessments for mandatory units, which are assessed internally and moderated by the Institute, whereas optional units use the assignments which are marked by the College to the Institute's marking scheme, prior to moderation by the external verifier. Oxford, Cambridge and RSA Examinations students are assessed on the portfolio of their work experience, which involves an approved assessor (on a monthly basis), in conjunction with observations of students in the workplace. Assessments are set, first marked and internally verified by the College. The moderation process is shared with the external verifier, who completes a detailed quality assurance report. These processes are clear and the team saw evidence that they are operating in a manner which assures appropriate academic standards. The London Centre of Marketing is responsible for setting, marking and moderating all assessments. Unit syllabuses contain clear articulation of assessment criteria to grading criteria, including additional guidance on marking and quality assurance of the work experience module.

1.10   The College appoints its internal verifiers to oversee the validity and consistency of assessment procedures. Internal verification training has been offered to staff, although some staff already have previous experience in verification. Staff participate in the teaching observation procedure to assure the College that the quality of teaching by staff is appropriate to the maintenance of academic standards; and, where issues are raised, support is offered through training and development.

The review team has **confidence** in the provider's management of its responsibilities for the standards of the awards it offers on behalf of its awarding organisations.

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2   Quality of learning opportunities

How effectively does the provider fulfil its responsibilities for managing and enhancing the quality of learning opportunities?

2.1   The management and enhancement of learning opportunities is effective, although there is a need for a more formal and systematic approach to annual monitoring and the minuting of Academic Board. However, regular student evaluation enables the College management to obtain an oversight of the learning experience.

2.2   The College's Assessment, Learning and Teaching Strategy embraces such features as 'employment focused learning', assessment to 'drive student learning', and pedagogical staff development. The College acknowledges, however, that while much of this applies in practice, little reference is currently being made to the Strategy and that it was in need of revision. A revised Strategy, with greater subject specificity, is to be presented to the Academic Board for discussion and agreement. The team recommends that it is desirable for the College to revise and implement the Assessment, Learning and Teaching Strategy.

2.3   Both in their formal written submission and in meeting with the review team, students were complimentary and enthusiastic about the overall quality of teaching, but critical of limited learning resources, an issue to which the College management had partly responded through additional purchases.

How effectively are external reference points used in the management and enhancement of learning opportunities?

2.4   The College makes effective use of external reference points in the management and enhancement of learning opportunities.The College values its recognition by the Accreditation Service for International Colleges and also relies heavily on its awarding organisations as external reference points. For example, curriculum content and development, programme specifications and learning outcomes are invariably the responsibility of the awarding organisations rather than of the College.

2.5   At course level, liaison between the College and its awarding organisations is maintained through the course leader and internal verifier on the one hand and the external verifier on the other. The team saw evidence of the rigorous discharge of responsibilities by an external verifier, for example through insisting upon documented policies and procedures, while also noting that College staff received training from the awarding organisations.

2.6   The College recognises in its self-evaluation that 'academic quality is the responsibility of every single staff member' and accordingly staff have begun to familiarise themselves with elements of the UK Quality Code for Higher Education (the Quality Code),

with an expectation that it will lead to greater systematisation of practice. The team saw evidence of support for students on work placements, which was aligned with the *Code of practice, Section 9: Work-based and placement learning*. The team recommends that it is desirable for the College to continue to raise staff awareness and understanding of the Quality Code, especially those sections dealing with assessment, learning and teaching, and programme monitoring and review.

How does the provider assure itself that the quality of teaching and learning is being maintained and enhanced?

2.7   Measures in place to assure the quality of teaching and learning are broadly satisfactory. However, implementation of the recommendations in section 1 concerning greater formalisation of annual monitoring and of the minuting of Academic Board would offer the College much greater assurance than currently pertains.

2.8   The Principal maintains oversight of course delivery, with responsibility for discussing external verifiers' reports with key staff, verifying tutors' schemes of work, observing teaching and conducting meetings with tutors based upon their unit monitoring forms. Although these duties are sometimes carried out by course leaders, the team was satisfied, from its meetings with staff and students and from completed forms that this system of close scrutiny is regularly implemented and carefully recorded. Observations of teaching feed into tutors' performance reviews. The team was informed of enhancement which had taken place as a result of suggestions made at a teaching observation, an example being the use of more case studies to illustrate the conceptual issues being addressed.

2.9   The College also receives information about tutors' performance from evaluation questionnaires completed by students. In an extreme case, a tutor's contract had not been renewed, following adverse student responses. Students valued the opportunity to comment in this way, although the team considered that the scope of the questions might be broadened to embrace the full learning experience, beyond the current focus largely on the tutor's conduct and style.

How does the provider assure itself that students are supported effectively?

2.10   The College has suitable mechanisms in place to assure the effectiveness of student support. Student welfare was an area commended by the Accreditation Service for International Colleges in 2009.

2.11   A Student Council, initiated in February 2012, is active in promoting student welfare and social life, and liaises frequently with the Head of Student Affairs. This post holder, described by students as a 'bridge' to College management, was commended in the student submission for her helpfulness and sensitivity. It was also explained to the team that the appointment of a female staff member to the post had helped to address a gender imbalance between staff and students.

2.12   The team noted the care taken by the College to offer students individual advice at admission, including on matters such as visas and accommodation; the accessibility of staff out of formal contact time, including by email; the provision of a Student Handbook; and the efforts made by the College to draw students' attention to the Quality Assurance Manual. The review team considers the variety of effective support systems for students to be good practice.

2.13   In the opinion of some external verifiers, feedback on students' assessed work required improvement, a matter which must be addressed. However, samples of feedback seen by the team were reasonably clear and supportive.

What are the provider's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?

2.14   The College is reliant on part-time tutors on fixed-term contracts, so an active programme of staff development is very important to the maintenance of academic quality and standards. Both the Quality Assurance Manual and the Policies and Procedures Handbook - documents which the Quality Manager intends to combine into one manual - state a clear commitment to a staff development policy, but its implementation is not systematic at present.

2.15   College priorities are to ensure that staff meet the requirements of relevant awarding organisations and are capable of effective teaching, with the capacity also to act as internal verifiers of students' assessed work. External verifiers acting on behalf of the awarding organisations have reported on the need for more training in assessment and quality assurance, and this has been duly provided. Several staff have also engaged in certificated continuing professional development delivered by the awarding organisations alongside pedagogical training provided internally. The induction provided for all newly appointed staff has recently been revised to give more emphasis to pedagogy and quality assurance and the well recorded system of teaching observation serves as ongoing staff development. The team was also informed of encouragement and practical support given to staff to pursue higher degrees.

2.16   The team noted, however, that no reference to staff development policy appeared in the Staff Handbook and that there was no evidence that records were kept of the activity as a whole, to enable the College management to monitor take-up by staff on different programmes and assess the impact in terms of improved student experience against the outlay involved. The team recommends that it is desirable for the College to systematically record and evaluate college-wide staff development.

How effectively does the provider ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

2.17   The means by which the College assures itself of the adequacy and accessibility of learning resources requires further refinement. There is an open-access computer suite, but this and the small College library are open only when the College is itself open, on weekdays in term-time, and for security reasons the library is closed for part of each day. Although students do make use of other academic and public libraries, as well as materials provided by the awarding organisations, the senior management fully acknowledged that this was an area which has to be addressed and enhanced library facilities feature in the Strategic Plan. It is also the intention to introduce a virtual learning environment in autumn 2012, following a successful pilot scheme at Aldgate College London. The team recommends that it is desirable for the College to fully implement the plans for the development of a virtual learning environment.

2.18   In terms of assurance on resources, reliance is placed largely on reports by external verifiers. Of those seen by the review team, one confirmed the sufficiency of resources, another considered them to be 'adequate' but in need of improvement. This is supplemented by student evaluation, but the questionnaires used for this purpose seek a response on learning resources concerned only with the suitability of 'textbooks and materials', not their availability. The College recently responded to student evaluation by purchasing additional

library material, but this arose largely from concerns expressed in the student submission. In meeting the team, students acknowledged some improvement, but reiterated dissatisfaction with limited learning resources, while otherwise being positive and enthusiastic about their experience. The team concluded that the College was being reactive, rather than proactive, in the provision of necessary learning resources. Given its aspirations to develop postgraduate teaching and research, it would be important for the College to explore access to other academic libraries, including those of nearby universities with whom institutional arrangements might be negotiated. The team recommends that it is advisable for the College to adopt a strategic approach to the identification, provision and accessibility of required learning resources.

The review team has **confidence** that the provider is fulfilling its responsibilities for managing and enhancing the quality of the intended learning opportunities it provides for students.

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3   Public information

How effectively does the provider's public information communicate to students and other stakeholders about the higher education it provides?

3.1   The College provides public information effectively through a range of suitable media. Responsibilities for disseminating information relating to the College's provision are clearly allocated between the awarding organisations and the College. The College website links directly to the awarding organisations' details of the courses provided and course outlines are included within the College prospectus, which is also available on the website.

3.2   All students now go through an induction when they receive copies of the awarding organisations' course details in hard copy. This includes clear information about teaching, learning, assessment and feedback. Students also receive a copy of the comprehensive Student Handbook, which includes information about the College policies and procedures. A newly instigated staff induction process should ensure that all staff receive the Staff Handbook, Quality Assurance Manual and Policies and Procedures Handbook in the future. There are clear guidelines for the agents employed in countries targeted for recruitment of international students and students reported satisfaction with the information available to them prior to their arrival at the College.

3.3   The College is responsible for the provision of support information relating to the application process, admissions and fees and regulations, all of which are clearly presented on the website and in the prospectus and Student Handbook. Clear statements about terms and conditions of enrolment and the refund policy for fees are provided and key administrative documents can be downloaded. The website also signposts the UK Border Agency information and information relating to obtaining visas, accommodation and health care.

How effective are the provider's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing?

3.4   The College provides a comprehensive range of information to stakeholders and uses appropriate resources and networks to inform the choice of information which is to be presented. Information is presented by diverse means and signposting of the awarding organisations' information directly from the website helps to ensure that the information about courses is current. However, during the preparation for the review, the College

identified a lack of rigour in its approach to ensuring the accuracy of public information. The College's Academic Board is responsible for ensuring the accuracy and completeness of public information, but the College processes, including the management of Academic Board meetings, have been informal and, at the time of the visit, were not sufficient. The reviewers were told of a new systematic process for updating public information, which is now in existence. There is also evidence, exemplified by changes made to the College's prospectus during the last academic year, of the introduction of more rigour into the College's management of the accuracy and completeness of public information since the appointment of a Quality Manager. The team recommends that it is advisable for the College to fully implement and monitor the effectiveness of the procedure for checking public information.

3.5   Information for students, including core information and changes to courses or approaching deadlines, is effectively cascaded through the College by subject tutors and course leaders, who use noticeboards, emails and the sharing of telephone details. The new student induction process will require students to sign documentation to acknowledge that they have received and understood the information which has been provided to them.

3.6   Although they are not directly involved in assuring the accuracy and completeness of the College's information, there are opportunities for students to provide feedback on the information provided to them, through formal and informal routes. The formal route includes questionnaire-based monitoring of the student experience and the informal route includes the availability of a member of staff responsible for student affairs.

3.7   Students were appreciative of the efforts made by staff to keep them informed and provide support to them during their studies at the College. Overall, the information they received was clear and consistent; however, there was some confusion on the part of students and staff over policies relating to late work submission and how this is communicated. The team recommends that it is advisable for the College to clarify the penalties for late submission of work and communicate these to students.

3.8   The College has a process in place to effectively assure the performance of agents recruiting internationally by setting clear performance standards and gathering feedback from students on the pre-admission experience provided by these agents.

The team concludes that **reliance can be placed** on the accuracy and completeness of the information that the provider is responsible for publishing about itself and the programmes it delivers.

Action plan[3]

London Corporate College action plan relating to the Review for Educational Oversight June 2012						
Good practice	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The review team identified the following areas of **good practice** that are worthy of wider dissemination within the provider:						
• the robust procedure for the recognition of prior learning (paragraphs 1.5 and 1.6)	Report on the admissions, recruitment and processes for recognition of prior learning as part of annual College quality review	Dec 2012	Quality Manager	Awareness will be raised with staff regarding any issues that need to be addressed to further enhance the admissions, recruitment and processes for recognition of prior learning	Academic Board	Annual monitoring of programme(s) report The annual College quality review report
• the variety of effective support systems for students (paragraphs 2.10, 2.11, 2.12, 3.2 and 3.3).	Evaluate the support systems in place for students as part of the annual College quality review	Dec 2012	Quality Manager	Any gaps or matters that need addressing will be made clear and the college can build on the support systems to further enhance the student	Academic Board	Student feedback The annual College quality review report

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[3]The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the provider's awarding organisations.

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
				experience		
The team considers that it is **advisable** for the provider to:						
• finalise the Quality Assurance Manual (paragraph 1.2)	Remove any overlapping elements from the College handbooks and merge them in to one comprehensive quality manual	Nov 2012	Quality Manager	A more clear concise quality manual with all the relevant reference points in one place for staff to use to maintain standards	Academic Board	Presentation of the final draft of the Quality Assurance Manual This will be reviewed annually
• ensure a consistent approach to the minuting of Academic Board and the tracking of decisions and proposed actions (paragraphs 1.3, 2.1)	Adopt a standard format of minuting which incorporates the tracking and monitoring of decisions and actions required	Aug 2012	Quality Manager	The College will be able to monitor and trace actions from previous meetings much more accurately A more formalised way of minuting will lead to better scheduling and more effective decision making among all staff	Academic Board (chaired by the Principal)	'Task tracking sheet' which the Principal oversees to determine whether issues raised in meetings are being completed or are on course
• implement the planned annual monitoring of programmes and the College Quality	Collection of identified data for annual monitoring of programmes	Sept 2012	Quality Manager	The College will be able to identify strengths and areas of improvement	Academic Board	The annual College quality review report

				relating to programmes offered		
	Conduct annual college quality review	Dec 2012 (thereafter annually)	Quality Manager	A wide ranging report on various aspects regarding college operations which will allow staff to identify issues that need to be addressed and acted upon	Academic Board	The annual College quality review report
• fully implement action plans in response to the Association of Tourism and Hospitality Executives external verifier's reports (paragraph 1.8)	Address the issues raised in the Association of Tourism and Hospitality Executives external verifier report and ensure future reports are followed up	July 2012	Principal	The latest Association of Tourism and Hospitality Executives external verifier report dated 21/7/12 states that action points from the previous report have been addressed	Academic Board	Completed action plan from external verifier report from the Association of Tourism and Hospitality Executives
• adopt a strategic approach to the identification, provision and accessibility of required learning resources (paragraph 2.18)	Arrange consultations with local universities regarding access to their libraries Clarify and set up student access to online academic libraries and	June 2013	Principal	Students will have access to adequate learning resources (hard copy and online)	Academic Board	Student feedback The annual College quality review report

	resources					
• fully implement and monitor the effectiveness of the procedure for checking public information (paragraph 3.4)	Implement the new system entirely and consistently for all aspects of public information	Aug 2012	Quality Manager	Accurate and up-to-date public information which can be traced and monitored more effectively	Academic Board	Student feedback Monthly report to Academic Board on public information up dates The annual college quality review report
• clarify the penalties for late submission of work and communicate these to students (paragraph 3.7).	Revise and make clear the assessment policy and procedure as part of finalising the Quality Assurance Manual Communicate this information to staff and students via the support systems we have in place	Sept 2012 (thereafter termly reporting)	Quality Manager	The revised information is made available to students during inductions and reinforced using our student support systems	Academic Board	A report to the Academic Board on the management of student submissions
Desirable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **desirable** for the provider to:						
• revise and implement the Assessment, Learning and Teaching Strategy (paragraph 2.2)	Revise the Assessment, Learning and Teaching Strategy to incorporate the relevant chapters in the UK Quality Code	Nov 2012	Quality Manager	Raised awareness and understanding regarding strategy among teaching staff through monthly in-house	Academic Board	The completed and revised Assessment, Learning and Teaching Strategy Student feedback

	for Higher Education (the Quality Code) (*Chapter B3, Chapter B6* and *Chapter B7*), the needs of the College, students and awarding organisations			briefing events Improve student learning experience reflected through student feedback Improved standards of teaching through use of observation of learning		Observation of learning feedback External verifier reports Assessed student work The annual College quality review report
• continue to raise staff awareness and understanding of the UK Quality Code for Higher Education (paragraph 2.6)	Arrange further workshops for all staff Add awareness of the Quality Code to staff inductions	Sept 2012	Quality Manager	Raised understanding of the Quality Code will lead to staff being better equipped to understand the need to maintain standards and quality of learning opportunities	Academic Board	Staff feedback External verifier reports The annual College quality review report
• systematically record and evaluate college-wide staff development (paragraph 2.16)	Implement an annual staff appraisal system which will identify staff development needs that helps inform the annual staff development training plan	Mar 2013	Quality Manager	Improvement of standards Engagement with staff will mean clearer sight of aspects of continuing professional development that	Academic Board	Report to Academic Board regarding staff development Staff feedback External verifier reports

				may be required such as awarding organisation requirements		
• implement fully the plans for the development of a virtual learning environment (paragraph 2.17).	Roll out the virtual learning environment Raise awareness and train staff and students in its use	Oct 2012	Principal	Student and staff engagement using the virtual learning environment with positive feedback	Academic Board	Student feedback Staff feedback The annual College quality review report

About QAA

QAA is the Quality Assurance Agency for Higher Education. QAA's mission is to safeguard standards and improve the qualityof UK higher education.

QAA's aims are to:

- meet students' needs and be valued by them
- safeguard standards in an increasingly diverse UK and international context
- drive improvements in UK higher education
- improve public understanding of higher education standards and quality.

QAA conducts reviews of higher education institutions and publishes reports on the findings. QAA also publishes a range of guidance documents to help safeguard standards and improve quality.

More information about the work of QAA is available at: www.qaa.ac.uk.

More detail about Review for Educational Oversight can be found at: www.qaa.ac.uk/institutionreports/types-of-review/tier-4.

Glossary

This glossary explains terms used in this report. You can find a fuller glossary at: www.qaa.ac.uk/aboutus/glossary. Formal definitions of key terms can be found in the *Review for Educational Oversight: Handbook*[4]

Academic Infrastructure Guidance developed and agreed by the higher education community and published by QAA, which is used by institutions to ensure that their courses meet national expectations for academic standards and that students have access to a suitable environment for learning (academic quality). It consists of four groups of reference points: the **frameworks for higher education qualifications**, the **subject benchmark statements**, the **programme specifications** and the **Code of practice**. Work is underway (2011-12) to revise the Academic Infrastructure as the UK Quality Code for Higher Education.

academic quality A comprehensive term referring to how, and how well, institutions manage teaching and learning opportunities to help students progress and succeed.

academic standards The standards set and maintained by institutions for their courses and expected for their awards. See also **threshold academic standard**.

awarding body A body with the authority to award academic qualifications located on the **framework for higher education qualifications**, such as diplomas or degrees.

Awarding organisation An organisation with the authority to award academic qualifications located on the Qualifications and Credit Framework for England and Northern Ireland (these qualifications are at levels 1 to 8, with levels 4 and above being classed as 'higher education').

Code of practice *The Code of practice for the assurance of academic quality and standards in higher education*, published by QAA: a set of interrelated documents giving guidance for higher education institutions.

designated body An organisation that has been formally appointed to perform a particular function.

differentiated judgements In a Review for Educational Oversight, separate judgements respectively for the provision validated by separate awarding bodies.

enhancement Taking deliberate steps at institutional level to improve the quality of **learning opportunities**. It is used as a technical term in QAA's audit and review processes.

feature of good practice A positive aspect of the way a higher education institution manages quality and standards, which may be seen as exemplary to others.

framework A published formal structure. See also **framework for higher education qualifications**.

framework for higher education qualifications A published formal structure that identifies a hierarchy of national qualification levels and describes the general achievement expected of holders of the main qualification types at each level, thus assisting higher education providers in maintaining academic standards. QAA publishes the following frameworks:

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[4]www.qaa.ac.uk/publications/informationandguidance/pages/reo-handbook.aspx.

The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ) and *The framework for qualifications of higher education institutions in Scotland.*

highly trusted sponsor An education provider that the UK government trusts to admit migrant students from overseas, according to Tier 4 of the UK Border Agency's points-based immigration system. Higher education providers wishing to obtain this status must undergo a successful review by QAA.

learning opportunities The provision made for students' learning, including planned **programmes of study**, teaching, assessment, academic and personal support, resources (such as libraries and information systems, laboratories or studios) and staff development.

learning outcome What a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

operational definition A formal definition of a term, which establishes exactly what QAA means when using it in reports.

programme (of study) An approved course of study which provides a coherent learning experience and normally leads to a qualification.

programme specifications Published statements about the intended **learning outcomes** of **programmes of study**, containing information about teaching and learning methods, support and assessment methods, and how individual units relate to levels of achievement.

provider An institution that offers courses of higher education, typically on behalf of a separate **awarding body or organisation**. In the context of REO, the term means an independent college.

public information Information that is freely available to the public (sometimes referred to as being 'in the public domain').

reference points Statements and other publications that establish criteria against which performance can be measured. Internal reference points may be used by providers for purposes of self-regulation; external ones are used and accepted throughout the higher education community for the checking of standards and quality.

quality See **academic quality**.

subject benchmark statement A published statement that sets out what knowledge, understanding, abilities and skills are expected of those graduating in each of the main subject areas (mostly applying to bachelor's degrees), and explains what gives that particular discipline its coherence and identity.

threshold academic standard The minimum standard that a student should reach in order to gain a particular qualification or award, as set out in the **subject benchmark statements** and national qualifications frameworks. Threshold standards are distinct from the standards of performance that students need to achieve in order to gain any particular class of award, for example a first-class bachelor's degree. See also **academic standard**.

widening participation Increasing the involvement in higher education of people from a wider range of backgrounds.